I. COURSE DESCRIPTION
This course is designed to provide secondary preservice teachers with professional knowledge concerning current theory, research, essential program components, and sound pedagogical strategies in secondary literacy. Components of the course will include but not limited to the five areas of reading instruction identified by the National Reading Panel (2000). Application of strategies to the reading, writing, and learning needs of adolescents will be emphasized.

II. RATIONALE
This course comprises the State of Texas required minimum three hours of reading for students seeking initial teacher certification at the secondary level. The course provides students the necessary theoretical/research foundation and practical knowledge for incorporating literacy strategies into all areas of the secondary school curriculum.

III. STATE ADOPTED PROFICIENCIES
The following state adopted proficiencies are covered in this course:

1. Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
4. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. Learner-Centered Professional Development. The teacher as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES COMPETENCIES
The following TExES competencies are covered in this course:
- **03-002**: The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
- **03-003**: The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
- **03-005**: The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.
- **03-006**: The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.
- **03-008**: The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.
- **03-009**: The teacher uses a variety of instructional materials and resources to support individual and group learning.
- **03-012**: The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

**V. COURSE OBJECTIVES AND OUTCOMES**

This course is designed to enable students to:

1. Demonstrate knowledge of current theoretical and research underpinnings for reading, writing, and learning processes in the secondary school.
2. Apply knowledge of current theory and research on reading and literacy development to the planning and implementation of strategies for adolescents.
3. Develop improved personal reading habits so as to be an excellent model of adult literacy behavior for secondary students.

**VI. COURSE TOPICS**

The major topics to be considered are:

- Theoretical/Research Perspectives on the Historical, Sociological, Psychological, and Pedagogical Contexts for Secondary Literacy
- Strategies for Teaching Secondary Literacy
- Literacy Strategies for Secondary Students with Special Needs
- On-Going Assessment in the Secondary Classroom
- Becoming a Literacy Professional

**VII. INSTRUCTIONAL METHODS AND ACTIVITIES**

Methods and activities for instruction include:

- Lecture and discussion
Teaching demonstrations
Role plays and simulations
Direct experience
Student microteaching and book talk presentations.
Web searching

VIII. EVALUATION AND GRADE ASSIGNMENT
The following course requirements will be explained in detail (including point values and due dates) during class meetings.

Book talk
Google/Internet searches
Chapter abstracts
Field observations
Professional journal article
Unit/Lesson plans
Quiz examinations
Class participation

Assignments are scored based on completion of assigned task, accuracy, content grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments will automatically have points deducted at the discretion of the professor.

Final grades are calculated as a percent of total points earned:
A=92-100%; B=83-91%; C=74-82%, D= 66-74%

Class Participation/Attendance Policies
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, since test questions derive mostly from class activities. Consequently, class participation points will be earned based on attendance as well as participation (you will loss 5 points for each tardiness and 10 points for each absence from your total number of points). Missing 4 or more classes will result in a failing grade.

Assignments
Course assignments will be explained further in class. In addition, a rubric will be passed out for each assignment. The following is a short explanation of each of the assignments.

Book talk: Each student will read and present a book related talk in some way to future teaching content. For extra information on Book Talks go to Instructional Strategies On-Line and click on Booktalks.
**Google/Internet Searches:** This assignment can be done cooperatively in the sense you may watch the same clips but each write up must be individually done. For the topics covered on:

1) **Due Sept 18**, basic reading strategies (i.e., KWL, GRP, DRTA). Go online (i.e., Google video demonstration of KWL, DRTA, Manzo’s Guided Reading Procedure) and watch at least two clips of each being demonstrated. Then, write up a response in which you list which video you watched. Write a summary of what was done (grade, subject, etc.) compare what was done with what was described in the books/class.

2) **Due Sept 25**, questioning. Google video demonstrations for ReQuest QAR, and Reciprocal Teaching. Watch at least two of clips of each of the questioning strategies. Write up a response in which you list which video you watched and a summary of what was done (grade, subject, etc.), compare what was done with what was described in the books/class.

3) **Due Oct 23**, prereading. Find a clip of a prereading lesson. Then, write up a response listing where it was and what you saw. In your response explain whether or not it was appropriate for your area. Bring this to class and be prepared to share. **This assignment will be done differently than the others.**

4) **Due Oct 30**, study skills. Google video demonstration of note taking, then write up a response in which you list which videos you watched. Write a summary of what was done (grade, subject, etc.); compare what was done with what was described in the books/class.

**Chapter abstracts:** Each student will submit a chapter abstract by date the chapter is due to be read.

**Unit:** This assignment is to be done individually. Each student will compile a 5-day lesson plan based on the TEKs for their content area. Texas Essential Knowledge and Skills can be accessed at [www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks). Each student will present one lesson and provide a “rationale” addressing how they would incorporate the concept of “Content Reading/Writing” into the subject area chosen. **Due Nov 20**

**Field observation:** Each student will conduct a 45-minute field observation on a secondary campus in their chosen content area. Submit a written mini lesson observation. **Due Nov 6**

**Professional Journal Article:** Read a journal article related to your content and the topic of reading. Identify the topic of the article, provide full publication information in APA (info includes: author(s) title journal name, volume/date and pages), summary of the article, how reading can be integrated into your content and at least two questions raised in your mind as a result of the article. Provide a copy of the article with the summary. **Due Nov 27**

**Quizzes:** There will be three all total quizzes based upon the readings assigned. These will be done on Blackboard at dates to be assigned.
IX. Course Schedule and Policies

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2012</td>
<td>Overview: Course BB, syllabus, CAR &amp; PAR Five Components of Reading, Reading in Secondary Schools</td>
<td>Complete information card</td>
</tr>
<tr>
<td>September 4, 2012</td>
<td>Dyslexia Chapters 1 &amp; 2</td>
<td>By class time: Read Ch 1 &amp; 2 and turn in chapter abstracts. Sign up for Book Talk</td>
</tr>
<tr>
<td>September 11, 2012</td>
<td>Chapters 3 &amp; 4 Lesson Plan Design</td>
<td>By class time: Read Ch 3 &amp; 4 and turn in chapter abstracts.</td>
</tr>
<tr>
<td>September 18, 2012</td>
<td>Chapters 5 &amp; 6</td>
<td>By class time: Read Ch 5 &amp; 6 and turn in chapter abstracts. Google/Internet Search #1</td>
</tr>
<tr>
<td>September 25, 2012</td>
<td>Quiz 1 (Chapters 1-6) Book Talks</td>
<td>Book Talks. Google/Internet Search #2</td>
</tr>
<tr>
<td>October 9, 2012</td>
<td>Chapter 7</td>
<td>By class time: Read Ch 7 and turn in chapter abstract.</td>
</tr>
<tr>
<td>October 16, 2012</td>
<td>Chapter 8</td>
<td>By class time: Read Ch 8 and turn in chapter abstract.</td>
</tr>
<tr>
<td>October 23, 2012</td>
<td>Chapters 9 &amp; 10</td>
<td>By class time: Read Ch 9 &amp; 10 and turn in chapter abstracts. Google/Internet Search #3</td>
</tr>
<tr>
<td>October 30, 2012</td>
<td>Quiz 2 (Chapters 7-10) Chapter 12</td>
<td>By class time: Read Ch 12 and turn in chapter abstract. Google/Internet Search #4</td>
</tr>
<tr>
<td>November 6, 2012</td>
<td>Special Education Laws ARD’s Documentation</td>
<td>Field observation due. Sign up for Unit presentations</td>
</tr>
<tr>
<td>November 13, 2012</td>
<td>Chapter 11</td>
<td>By class time: Read Ch 11 and turn in chapter abstract.</td>
</tr>
<tr>
<td>November 20, 2012</td>
<td>Unit Presentations</td>
<td>Unit Due</td>
</tr>
<tr>
<td>November 27, 2012</td>
<td>Unit Presentations</td>
<td>Journal article due.</td>
</tr>
<tr>
<td>December 4, 2012</td>
<td>Quiz 3 (Chapters 11 &amp; 12) Unit Presentations</td>
<td></td>
</tr>
</tbody>
</table>

X. Course Text


XI. Bibliography

Additional Readings


XII. Statements required by the university:

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Veterans**
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A& University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Unit

Projects will vary, it is expected that each incorporate several of the components covered in this course in a teaching situation. The unit should be typed and handouts should be in the form that you would give them to students. Each unit should:

1. Be based on a TEKS from grade 6-12 in one of the content areas that the students are preparing to teach in. Texas Essential Knowledge and Skills can be accessed at: WWW.tea.state.tx.us/teks.

2. A listing of major student expectations, please note these are not necessarily behavioral objectives, but instead a content analysis of the major concepts to be covered in the unit. These are to be stated as expectations (These should be drawn from the TEKs).

3. A bibliographic listing of material to be used (both print and non-print).

4. Developed daily activities for at least a five day period. Each activity should include a short explanation on how you would use it with your students and why you are doing that particular activity. (Note, in all probability you will want to plan more than one activity for each day, so you will need an explanation for each activity.)

5. Evidence of introductory/ pre-reading activities and vocabulary instruction.

6. The use of, some or all of, the different instructional techniques (questioning activities, reading strategies, content writing, vocabulary development activities, etc.) during the instruction of the unit. While the specific number of techniques used will vary, the unit should contain at least 5 days worth of plans.

8. Listing of how the trade books/non text materials will be used in the unit.

10. Some means of evaluating student success in your unit. While this can include a paper and pencil test, your means for evaluating students should not be limited to just an end test over the unit (I DO NOT WANT YOU TO DEVELOP A TEST FOR THIS UNIT). I do want some way of evaluating student concept growth and development within your unit. For instance, a unit rubric would be appropriate.

Units will be evaluated in terms of: 1) inclusion of the components listed above; (10 points) 2) unit originality (2 points); 3) rationales for each activity (5 points). Note, points will be taken off if lessons appear to be thrown together just to include strategy. Points will also be taken off for writing errors.

Google Search Directions

You need to go onto the web (Google Search video demonstrations on each of the selected topics. And for each specific assignment, you need to do the following

1. Which specific video did you watch? (I must be able to find it).
2. Describe the grade level, content, and setting.
3. Summarize what was done.
4. Reaction. Give a reaction in terms of whether or not what you saw agreed with information presented in class/the book. Was it an informative video? Rate the video on a 4 pint scale (1 low, 4 high)

**Rubric for Google Searches**
8-10 Points answers all questions
   Answers are complete and without writing errors
   The full number of videos were watched/described.

5-7 points
   Answers all questions
   Paper contains some lack of development
   Or
   Minimal writing errors
   OR
   Did not watch the full number of videos

1-4 points
   Does not fully answer all questions
   Paper is too long or too short
   Did not watch the full number of videos